

BRENNEN ELEMENTARY

4438 Devereaux Rd.
Columbia, S. C. 29205

GRADES K-5 Elementary School

ENROLLMENT 700 Students

PRINCIPAL Dr. Marian Crum-Mack 803-738-7204

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	32	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

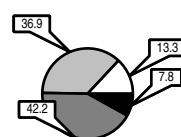
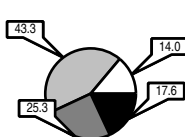
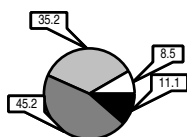
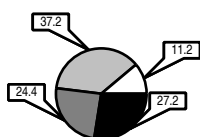
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	397	99.8	9.8	34.7	44.5	10.9	67.2	Yes	Yes
Gender									
Male	195	99.5	10.3	38.9	43.4	7.4	62.9		
Female	202	100.0	9.3	30.8	45.6	14.3	71.4		
Racial/Ethnic Group									
White	236	100.0	3.1	26.9	54.7	15.2	78.5	Yes	Yes
African-American	139	99.3	18.6	50.0	28.0	3.4	48.3	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	50.0	30.0	20.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	348	100.0	5.1	35.1	47.8	12.0	71.5		
Disabled	49	98.0	46.3	31.7	19.5	2.4	34.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	397	99.8	9.8	34.7	44.5	10.9	67.2		
English Proficiency									
Limited English Proficient	20	100.0	43.8	31.3	18.8	6.3	37.5	I/S	I/S
Non-Limited English Proficient	377	99.7	8.2	34.9	45.7	11.1	68.6		
Socio-Economic Status									
Subsidized meals	150	99.3	24.3	44.3	29.6	1.7	45.2	Yes	Yes
Full-pay meals	247	100.0	2.9	30.2	51.7	15.3	77.7		

Mathematics - State Performance Objective = 15.5%									
All Students	397	99.8	12.9	36.7	23.8	26.6	64.4	Yes	Yes
Gender									
Male	195	99.5	11.4	38.3	22.9	27.4	63.4		
Female	202	100.0	14.3	35.2	24.7	25.8	65.4		
Racial/Ethnic Group									
White	236	100.0	6.3	27.4	29.6	36.8	77.6	Yes	Yes
African-American	139	99.3	22.0	56.8	14.4	6.8	41.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	50.0	20.0	10.0	20.0	40.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	348	100.0	7.6	36.7	26.9	28.8	70.6		
Disabled	49	98.0	53.7	36.6	0.0	9.8	17.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	397	99.8	12.9	36.7	23.8	26.6	64.4		
English Proficiency									
Limited English Proficient	20	100.0	50.0	18.8	6.3	25.0	37.5	I/S	I/S
Non-Limited English Proficient	377	99.7	11.1	37.5	24.6	26.7	65.7		
Socio-Economic Status									
Subsidized meals	150	99.3	25.2	53.9	13.0	7.8	41.7	Yes	Yes
Full-pay meals	247	100.0	7.0	28.5	28.9	35.5	75.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	123	100.0	9.3	27.1	44.9	18.7	63.6
	Grade 4	133	99.2	11.1	27.4	49.6	12.0	61.5
	Grade 5	135	100.0	24.6	34.7	37.3	3.4	40.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	128	100.0	9.8	18.9	52.5	18.9	71.3
	Grade 4	122	100.0	7.8	33.6	49.1	9.5	58.6
	Grade 5	147	99.3	15.8	50.4	30.2	3.6	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	123	100.0	14.0	37.4	19.6	29.0	48.6
	Grade 4	133	100.0	6.8	40.2	20.5	32.5	53.0
	Grade 5	135	100.0	22.0	33.1	18.6	26.3	44.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	128	100.0	11.5	43.4	30.3	14.8	45.1
	Grade 4	122	100.0	13.8	33.6	18.1	34.5	52.6
	Grade 5	147	99.3	18.0	34.5	20.9	26.6	47.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 700)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.1%	Up from 1.8%	2.1%	2.7%
Attendance rate	96.4%	Up from 96.2%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		3.0%	3.5%
Eligible for gifted and talented	31.8%	Down from 35.3%	21.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 8.2%	7.6%	8.2%
Older than usual for grade	0.6%	Down from 0.9%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.3%	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	60.4%	Up from 60.0%	54.5%	51.4%
Continuing contract teachers	81.1%	Down from 83.6%	89.5%	87.5%
Highly qualified teachers**	97.7%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.9%	88.6%	86.7%
Teacher attendance rate	94.2%	Down from 95.2%	95.2%	94.9%
Average teacher salary	\$45,974	Up 3.2%	\$42,213	\$40,760
Prof. development days/teacher	7.4 days	Down from 7.9 days	10.8 days	12.4 days

School				
Principal's years at school	1.0	Down from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.6 to 1	19.8 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 90.5%	90.7%	90.0%
Dollars spent per pupil*	\$6,101	Up 5.4%	\$5,776	\$6,044
Percent of expenditures for teacher salaries*	79.3%	Up from 79.0%	67.7%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	94.7%	Up from 92.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brennen Elementary School continues to be a flagship for elementary education in South Carolina. For the third consecutive year, Brennen received the Palmetto Gold Award for recognition of its excellent ratings on the 2003 School Report Card. Situated in a residential section of the city of Columbia, the school serves approximately 725 students in grades 4K through 5. In addition to the standards-based, core academic program, Brennen offers a complete range of related arts, media services, guidance counseling, and Spanish. We also have extra-curricular activities such as a Sign Language Club, German Club and the Brennen Chorus.

Brennen's greatest strengths arise from excellent student achievement, outstanding instruction, and strong parent and community involvement. Our standardized test scores are among the highest in the district and the state. In addition to excelling in academics, our students show strengths in many areas. For, example, our Student Council received the School of Excellence award from the National Association of Elementary School Principals for service project sponsorship. The Brennen faculty, also, is second to none. Many members of our faculty are frequently called on to teach other teachers about best practices in education. Local colleges and universities constantly seek to send their teacher interns to work with our master teachers. In addition, 3 of our teachers are National Board certified and 3 more are currently pursuing certification. Our support staff is excellent, too, as evidenced by our 2003 Classified Employee of the Year becoming one of the five district finalists. In a similar manner, our parent and community support is our crowning glory. Our PTO members are truly phenomenal, logging in over 22,000 volunteer hours and having a profit of over \$75,000 from their fundraising events this year. In addition, Kilbourne Park Baptist Church works closely with us as our faith-based partner.

Continuous improvement is the overriding goal for the Brennen faculty and staff. Targeted instruction is in place to help raise performance levels among student subgroups such as English as a Second or Other Language, students scoring just below the AAP cutoff, special needs students, and others who are achieving below their potential. During the 2003-04 school year, strategies to provide an optimal educational experience for all of our children have been designed during our monthly staff development sessions. We were also able to hire part time academic enrichment teachers, who provided individualized and small group tutoring for students of varying achievement levels and at virtually all grade levels.

We at Brennen are proud of our 53-year history of excellence in education. As we look to the future, we will continue to focus our energies on how to best educate our students, train our faculty, and contribute to the community at large. Certainly, those key elements are the touchstones by which we determine our success.

Marian Crum-Mack, Ph.D.

Principal Brennen Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	129	112
Percent satisfied with learning environment	97.9%	80.3%	91.7%
Percent satisfied with social and physical environment	97.9%	82.4%	95.5%
Percent satisfied with home-school relations	97.9%	90.6%	80.9%

*Only students at the highest elementary school grade level at this school and their parents were included.